E. Anderson. 15 plpmanlba

History of Education.

Method.

System.

Royal Interest in Education alcuin Charlemange.

Episcopal schools

Schools of Early christian times - Catechetical schools for training of clergy but also included some ogreek learning eventually came under control of Bishops and so changed names, sometimes called cathedral schools

No general learning writing of Cassiodoras & Isodore.

Only those intended for church were taught

First sign of bishops concerning themselves in Ed of

Others was about 600 AD at Canterbury.

School founded during Hugustines Missionaries.

Bishop Felix was placed in charge

Also school of song at Canterbury

6.31. School founded at East Anglia - King Gerame Christ.

Sent for Bishop Felix - founded at Durwich.

written evidence - boys taught gramman as well as instruction to enable them to follow church

services

633 Similar school at York

Beginning of (8th 2 definite church laws (canons)

i) Any prest allowed to send a kinsman to the cathedral or monastic school.

of hotraction to priests to keep schools "where any of the faithful may come for instruction".

Not to charge for such instruction.

197 AD. Theodulph Bishop Storleans roused canons to be reaffermed - said must be kept. Church assumed some responsibility for education.

Thurch Bishit create new schools - slightly reorganised existing ones.

Professional classes mostly were ones who attended schools.

Parish priest sometimes taught poor brys in his parish Magister Scholaruim _ early schools masters & grammar schools not necessarily priests

Study of sacred writings still formed great part. of Education. Question and answer method.

Royal Interest in Education. (8 - (2) 8.0.0. Charlemange created Holy Roman Empire recognised banbaric people must embibe same of the culture.

by using such of Roman culture as remained

by adopting Latin Language.

by making use of great learning within church.

482 - He had called an Englishman. Alcuir (735-804)

was educated at York and eventually became

Lead of school.

Founded with help of Charlemange a palace school in Rome - responsible for ed throughout kingdom.

Stayed there 782 - 796

Made Abbot & Tours - made this centre of learning. Created library

Emphasised monastic side of learning Rejected study of classical literature on the whole.

wrote several books. - one on grammer.

Theodulph head of Palace school when Alauin was made About

Great influence in English Ed through Alfred knew of Palace school. He instituted a palace
school - prepared for beginnings of universities in a
Progress in Ed. begun by Charlemange preserved
continuity through Dark Ages until Q.

The Impotus of learning

Feebly maintained in parts, but continued until about (11th and (12th when Scholasticism come in During 10th and (11th education in precarious position but it was storely broadering and deepering.

Alain Did demonstate that intellectual training was guite as essential to the welfare of society as "efforts to attain a purely religious and moral betterment" - (murroe). He wrote on rhetoric and dialectic. Very slowly a change was coming Christian teaching was being put on an intellectual basis which allowed of arguenent, which in troduced Logic to theology. John the Scot - Alains most noted succussor Jonness Scotis Frigina c 1810 - 1875 Rabarus Mararus - pupil at the school - became about of Fuldf in this school he aroused great interest in dialectic - wrote book called Education of clergy with a treaty on the 7 liberal Art -

John the Scott - introduced into Palace school study of Greek as a language - he was a deep think, bit & a heretic . Largely through John the scott- great conflit between realism and non - realism

Realism - Belief in established order

Man believes in & order that he may understand In connection with christian teaching Acceptance of supreme Ecclesiablical authority.

Early realist - Anselm - 1034-1109

Hominalism - Philosophy & doubt and criticism. Ultimate end - Reason before faith. Means even Eclesiastical authority takes 2nd place to reason Rocelliaus J. 1106 - Nominalist.

Abeltand - took middle course 1079-1142. French At death of John the soft the revival of intellectual interest was on way.

Scholasticism - Name given to the type of intellectual life and therefore education which Dominated later middle ages - larger responsible for universities - provailed there for 3 or 4 centuries Produced quite a sost literature, argued on paper Acims no row bout definite

To doring reason to support & faith

To strengthen religious life and therefore the church by the development of intellectual power. These ains will ultimately silence doubts and questions through out argument.

As doctine of church grew older by thinking men and women to be questioned Earlier tungs taken unquestioned. (11th heretical views had crept in from the East largely

Crusades broke down isolation of west - more ralk between people .. more views. Increasing necessity to state religious beliefs in new forms All through this period of scholasticism faith was still considered superior to reason Peter Abeland could see 68th sides 81 question so came to no great conclusions, but he did shatter astrogance of Foclesiastical authority - His work carried on by Schoolmen until end of (14th

and gradually foring into new spirit of renaissance Curriculum - educational purposes are threefold 1) To develop power disputation.

- I the to systemise knowledge and give it a scientific form
- 3) To give to the individual a mastery of this knowledge now reduced to propositions, (statements) and Syllogismo

Religious interests always supreme Any 8ther knowledge taught in schools must be southined by Church - had to teach it in logical form Peter Abeland - Most notable of Schodmen Came from Brittarry - always devoted to learning Paris was quite a centre of learning learnt there under under William of Champeaux and Rocellinus - so not suprising he took middle course. Set up school of own in Paris for older people Sho listened to lectures on logic left his school to apalify as theologian and succeeded William & champeaux at the school. He treated theology as a subject for discussion not blind acceptance Pointed out difficulties and contradictory welews 8 Karly Church fathers

Abelard drew up lists of disputed points - set out 68th sides of case - first man to do so.

Got authority for what he said from Holy writings but he gave no decision just set out 68th sides a arguement. Stimulated further inquiry and Froved importance of research. He and his Corituigs later condemned and he was burned as Levelic

William 87 Ocan 31347 - Cast 87 Schoolmen. Fuséd into Remaissance

The Rise of the Universities

Grew from 2 source :-

- 1) scholasticism.
- 2) Changed conditions of the times.

1) Scholasticism.

Owed origin to interest in dialectic. Peter Abeland really began research. Gradual shedding & complete authority of church - meant more intellectual freedom

2) Changed conditions of times -During (pt & (1th Northmen had accepted settled way & life.

All had virile minds - drawn to argument well disposed to dialectic discussion During middle ages great debelopment of commercial rise Stimulated secular learning

Crusade movement stimulated communication of ideas, expanded intellectual horizon = met other nations. exchanged ideas. New attitude of engine Founding & universities Great intellectual activity Said a Paris at this time "The essential elements of the early university (students o teachers) were found in Paris before the middle of the 12th No compulsion - but crowds flocked to lectures Particularly in Italy. Between (9th o (11th school & law at Revenna in Italy. by (11th another centre at Pavia. Bologna in 1158 received a charter which made it the first law university her Irnerius c1067 -1138 at Bologna. 1180 Paris received recognition from King and Pope.

1200 received its charter.

1224 school of medicine at Salerno - united with school at Naples & received at a Charter and was known as University of Naples.

Oxford probably recognised about 1200 - slightly earlier than Cambridge.

During (Bth 19 institutions regiven charters 14th 25 more " Usa 30 more

Structure and organisation.

For very first democratic and self-governing Always in most populated areas Charters - gave special privileges to universities !-1 Had privileges of clerger - granted to mosters and Students. - exempt from Hicial service, exempt from military service except in times of great stress. Exempt from taxation.

2 Charter granted right & internal jurisdiction over own newbers - & could try in all civil cases and some criminal cases.

3. Right of conferring a degree - licence to toach & Right & striking - moving on . Another privilege not in original duarter but developed by usage. Morning university if its privileges were infringed Many people of many different nations at university. in univ. 2 divided into Nations, 'universitus magistrorum et scholarium' - gave origin 8 name. - as unios. grew necessary to regulate studies - had to have policy. - faculties developed - knowledge & science faculties consisted of men who had already taken degree - eventually each faculty had contrôl of granting degrees in subject

Each year elected a cour consul (chancellar) Faculties elected a dean 2 together elected a rector of university - Hical

head of university - elected each year. By (16th Lead officials of universities had largely

become Political rominees Degrees - a licences to practice a trade Youths went to universities at about 14. - enrolled himself with a master served an apprenticular for 3-7 years, studied grammar, rhebric, at Afterwards continued studies and gave instruction to younger boys - encouraged to read as widely as possible, and given instruction in the art of disputation. then required to produce a masterpiere, had to defend in public a thesis opponents were mosters, then became moster 8) his Subject.

Preliminary degree-(B.A) Baccalaureate - 2 not in itself complete. Formal admission to get licend to teach.

Method - Scholasticism - course of study determined by Papal Bull or Statute of Univ.

Early ed. was a study of limited books many books were not allowed which narrowed ed, very little search for truth.

Most textbooks concerned with logic up to (15th) Dominant influence was Aristotle.

Influence of Unios. - a) Political - unios 1st example of purely democratic organisation Sthout inteference from church - Freedom & discussion on Political and theological matters. Universities often became mouthpiece of ordinary people against knig a church - evertually gained right & voice in government - later a right to seat in Parliament. Often became authority of settlements in disputed points of doctrine - Leld balance of power.

b) Intellectually - a Institution brought together Intellectual teaching.

universities kept alive spark & real intellectual ifé before Ranaissance. Spirit 81 eigpiry produced Bacon, Petrarch etc.

Chivalric Education.

Throughout Europe society began to reform itself by each man attatching himself to a stronger neighbour and then gave service to the stronger in return for protection - Feudal system - castles - Lords.

Lords sent their boys and sometimes girls after the age of 7 to a household to be brought up -Learnt music and gymnastic - learned to be gentle and chivalrous.

"Chivalric Education was to secular be what monasticism was to the religious life!

Some barons were still very uncouth.

This was only real education. The education was a discipline for whole class of people.

Intellectual element almost entirely lacking Originated from 3 main elements:

-) Character and customs 8) the Teutons
- 2) Some Survival of the Roman social Structure
- 3 Christian Ideals.

Dignified ideal of service.

Obedience to rule and personal command. Demanded a) reverence for superiors.

- o) Consideration for inferiors.
- c) gentleness for weak and defenceless.
- d) courtery to all women

Education of a knight was divided into 2 periods :-Ducational system

Page 7-14

59pire 14-21 (approx) Occasionally a small school in a castle but

mostly informal teaching

Page began with simple services about mothe.

Later waited at table - continued when he was a

squire but waited on his own hord,

Highest Slice was squire 8/ body looking after

the Lord in castle, battle etc.

Page trained to 17de, handle a shield, wield a sword, till with the lance, throw the javelin. to wear and excercise in armour - trained in rudiments of war continued in his squire Saprie played harp and somy and hunted and hawked . Sometimes bearnt to read if there was someone to teach him. He was esquected to entertain court by reading chivalric Literalure. Always be pleasant and well spoken

- 1) Training in war
- 2) Training in art 8 1000
- 3) Training in religion. Sword was always blessed by priest

Initiation of knight usually took place in chapel, when the oath was said:

To defend the church.

To attack the wicked.

To respect the priesthood.

To protect women and the poor.

To preserve the country in tranquility (war).

To shed 61000 if necessary on behalf of bretheren

Roger Bacon . 1214-1294.

Typical product & Universities

Forerunner of modern spirit of remaissance

Born in Somerset - family suffered under reight of Henry III went to Oxford. Interested in Theology.

After 1233 he was at Paris.

Two opreat monastic orders Franciscans - Alexander Hale.

Dominicano - Thomas Acquinas

Scientist as well as Philosopher - helped him to see défects à orders. Show of knowledge shich concealed furidamental ignorance.

Studied Aristotle but not in original very few learns from Scriptures per precied and potted

university life consisted of in discussions,

Devoted his study to theology in Paris. Interested

in languages Actacked teachers in public.

1250 Returns to Oxford - probably entered

Franciscan order Dabbling in experimental

Science - accused 51 dealing in black arts.

Sent to Paris again - placed under stiet

supervision not allowed to publish writings 1257

1266 Clement in wrote to Bacon asking for

Preatise on Sciences - Bacon set to work.

in 18 months produced: - Opus Majus

Opus minus

Opus Tertium'

First von great work - Encyclopædia & B.

First part - necessity & accuracy in all knowledge

2nd ... deals with relation between philosophy

8 the ology

3 " Utility of grammar
4th " Mathematics

6th perspective experimental science.

Thinker well in advance of age - thought widely, Great Accuracy and original sources.

Influences in Education in Middle Ages

1) Frians. Franciscans f. 1212. (grey) Dominicans f. 1216 (black)

Aims to save souls and control people who were converted, and so would build up strong church. Controlled Education.

By middle of 13th controlled higher education wanted to get hold of great thinkers

First established themselves at universities

Set out to convert masters.

Tous orders were preaching orders.

Gave a fairly wide education, and were in touch with people as preachers.

2) Influence of eastern Learning - Spead to Spain Ahead of the line. Good group of all maths.

and geography., Astronomy and physiology

Culture was very far ahead that of Europe

Through saracers that we got use of compass

Influenced western civilization - by [2th learning

of Kast, vitality was gone.

3) Growing of different types of schools - gradually moving away from church.

Literature began to be written in mother tongue.

fortered by Chivalric education.

Crusades widered scope of literature

beginnings of modern literature

Great witellectual activity in Europe in 13th

Cathedral schools grew - found to be insufficient

so got their Chantry schools - gift of morey

or property by people so that priest would

Pray for souls.

Guild schools - Merchant \$ Taylor schools.

Guild schools - Merchant \$ Taylor schools.

some were gramman schools Priests taught fundamentals

Burgher schools - beginning & municipal control.

Sometimes town's people took witherest and

contributed money. Supported or controlled by

Secular people.

Private schools - banded together to get

duildren educated - Secular ed. has begun.

Summary & Middle Ages:

- pormant influence christian religion. Dominantly moral education
- 2) Monasticion organised moral education Cathedral schools grew up side by side with monastic ones.
- 3) 11th 12th great revisal & interest in theological questions, logic and philosophys trought to support & religion Scholasticion,
- 4) World & knowledge expanded (also systemised)
- 3) Chivalric Ducation secular education

 After close of 13 1/2 Individuation crept in

 commerce literature in mother tonque, influence

 of frians. Savacen influence tended to destroy

 the unity of life and thought which is

 characteristic of middle ages and tended to pave

 way to secular learning.

The Early Renaisance

The Early Humanusts. Viltorino de Feltre 1453-160

Reno 1320 - 1453 is the time of Farly Renaissance

Later Renaissance 1453 - 1600

Both a revolt against Medaevalism is all forms.

Political Ecclesiatical, philosophical and Literary

wider knowledge of Greek literature and learning

Loosening of bonds, in that there was formething to begin from building up I came before.

Church was Tominant.

1079-1142 Abbeland - People beginning to question

and criticism, even as for back as Jerome and

Augustine

Scholasticism paved way for discussion. The onwards stuggle between realism and nomination - lead to research

Trends which led to renaissance of Corasades disturbed while mind of Europe, brough nations together, in touch with eastern learning 6) Beginnings 8) use 8 vernacular (mother tonge) Chaucer - Dante, Petrarch Writings in Spain All these not Ecclesiastical - more personal, about . alanbiciolini

a) universities - intellectual activity overtions raised and settled

d) Chivalric Education _ associated with individual (Renaissance - Individualism)

Mostly showed itself in classical study came to be called Study of humanities. Study & our forefathers.

Humanistic Education - Humanists those who took part.

Skidy & greek o Roman lif. a means to an end Battista Guarino 1374 - 1960 —
"Learning or training nore a fature to man

i. our forefithers called them Humanitus, The persuits, actuities proper to mankind. No bound & Knowledge embraces so wide a range & subjects and the learning which 1 describe.

Highest Beals - to train man by means 8) as liberal an education as possible Shide in itself could only be got from extensive study of the ancient literatures Kenaissance began in Italy. (13th intellectual life centred in Italy.

Dante 1264 - 1321. - wrote remacular.

Petrarch 126

Connecting wish between 812 and new

Disciple 81 Virgil.

Not revolutionary in thought

Petrarch 1304 - 1374

openly declared himself to be opposition of accepted way of Education.

1st representative of new type of intellectual life.

Power to stimulate anthusiasm.

Had an effect on people

Talked of suffrance of human beings in his

works — not done before.

Reaction against other world with in result in Paganion - no after life _ coupled with other it would be all right

Didn't write on Education

Wrote - Luis . Sonorels . Wrote letters to friends
Bockaccio, Barzizza - Rarry Humanists
(Slected books, beginnings of great
Wordnies

Most 87 their knowledge was latin not freck. For Manuel Chripoloras (21415). Lecturer. - through him Greeks manuscripts brought to Italy Grammans compiled.

Non 81 these men wrote on education

Proflessor at university & Padua - Paelo Wergerio

Proflessor 81 logic. Wrote Treatise "New Education"

(1349-1420)

1. An insistence of a liberal all round Ducation as a training for effective citizenship

2. Attempt to combine Roman and greek education with the christian conception of life

3. There was in it an insistence on Physical education

Was stressed rather than the ascelic.

Viltorino da feltia (1378-1446)

Organise and naintained school based on new learning. Associated the with Fante Petrarch and Barzissa among of hers.

Disciple of Cicero.

Tought matters or grammar privately

Lectured at Padua.

invited Vittorino to
establish school in his court - wanted
school to be modern (Charlemagne)
children SI court went to school first
in time took children of friends to neighbouring
nobility. Vittorina was a very devout christian
Never had trend of Pagarism like others.

Decided he was more use as teather than
nonk

learning upon the stock of christian training school based on humanism which preserved rice balance. Setween ancient culture and christianity. Believed in liberal education but must be based on christians deats especially love and charity apposed to corporal punishment. Aim - Pupils should be happy and active both in mind and body school called The Pleasant House gave a balanced education in preparation for a useful balanced life, both in state and church. Sport and games alternated with study.

Policy: "to interest rather than to drive,

and all derives to respect dignily and freedom of the body. To the end that I might secure a harmonious development of mind, body and characted.

At one time had 40 free pupils in school

- I) Tried to create a happy environment, in which interest was an important factor in barning
- 2) Boys had a measure of self-government.
 No corporal punishment
- 3) Word natural activities of child as a basis for much of his work.
- 4) Gave to games and bodily exercises a very important place in curriculum- ie. amed at physical o intellectual.
- 5) His own deep religious convictions gave sincerity and importance to religious teaching
- 6) Laid great stress upon parallel teaching of Latin and Goeek Vernacular never used expect in conversation.

Devised letter games to help to read and spell (Latin) at age 4:

7) Arthunetic, geometry, natural history philosophy or music all in curriculum.

that study of Literature Dominated all 8) Went to great lengths to secure wide range of good teachers.

The Ciceronians.

Narrow Humanists. Started just before

Vittorino's death.

humanists — just came to mean language

and Literature rather than life

Change was gradual.

Gravino 1374-1466

Peratti.

Both wrote teach books on grammar and study of ancient prose.

Humanistic ed. - means narrow variety,

went on right until mid light.

At best gave very little place to aesthetic

or physical,

Literature always approached through openmer so love of it killed at beginning Narrow ed. was dominant for next 2 centuries formal and systemised — almost back to scholasticism.

Drill in latin grammar was chief work

mainly Gero, Ovid, and Terence.

Some study & scriptures - but in Latin.

Later Epiotles In Greek studied and a little maths. (17th

Older children trained in oratory

Discipline very harsh. Methods formal.

No account taken & child, — must fit into ed. When this happens educations is no use.

Learnt a new language before 3 R's
Relied entirely on menory in this kind of learning
Had to employ Corporal purishment.
Reason, understanding, interest and happiness must
come in.

Band & people worshipped cicero. — Ciceronians.
Powerful in Europe in middle (16th
Believed Cicero was a master & a perfect
latin style. Aim & Education bas to impart
a perfect latin style. All work in school
until age & 14 should be exclusively (icero.
Boy should commit to memory whole & works & cicero — acquired a circeronian
vocabulary.

Factremists, But laid oundations of an

almost exclusive study & classical writings were important in schools.

most powerful as a group in Italy.

Early Renaissance up to 14 53. (Italy)

2nd period 1453-1600

Concerned with North Europe

in Italy. Norther people not too so concerned with culture

But laid stress on social reform and.

Democratic .

All carry leaders were religious or social reformers.

From 1467-1536.

Most brilliant man of 2nd period was a scholar of first rank - but was great educational leader. Whole life devoted to furthering of new dearning because he believed it bould better the condition of man.

Dutch man.

Encated at Deventer at school 8)
The Brethren & the Common life - founded
1376 by Gerhard Groote (1340-1384)

he had studied scholastic phistosophy at Paris
grouped a community learned devout men
aim - to devote themselves to charitable
works and betterment of fellow men.
No binding rows.

opened home. Opened Lostels for school boys who came from distances to learn to protect them from moral dangers to which they were exposed.

Became interested in boys and begans to teach them. At one time 1000 in school bent on to establish schools in Holland, Belgium, Germany and france.

Thomas a Kempis - great teacher

All education had bible as foundation,
but growe quite liberal education - studied

virgil, Horace, Ovid and Plutarch in fair

detail, also Plato Aristotle and licero

race oran text books, improved methods of

teaching hatin tought history or geography.

Broad in views. Beary to welcome new

ideas - tried out

Studied new Learning and took the best

Central organisation at first school, but
all other schools similar.

alescander Heguis followed Groote.

Great behaver in early Humanistic a.

introduced it into school, 2000 pupils in school.

Arranged school in classes each with
a scheme of work. Fach class a teacher (8).

Sub-divided classes into groups of 16

each in charge of older pupil.

Tohn Sturm was a pupil at one of
these schools.

El this perdod come.

Rabelais (1483-1563)

Education restricted to Greek & Latin - narrow &

Rebels in North - Francis - combatted narrows views & so-called "new learning"

Rabelais felt it a pity that such a 1866 beginning should become so narrow.

Born in france - Chignon - sent at age of 9 to

franciscan monastery, became friar. Deeply & widely interested in education. Apalled by ignorance of monks But French unwersities offered him a wider education. Later had permission from Pope to go to Benedictine monastery and abound to attend unwersity.

To 1530 became secular priest & began to study

medicine - lectured as well as learnt. Know Frasmus or Sturm.

Rousseau & Locke Condemned language for its own sake - education 81 words - not realistic formal or insincere.

How great gift of satire . writings read worke gargantua or Pantagrood Indirectly gave opinions on Education.

- a) Bitterly opposed to gramatical o scholastic studies
- 2) Accepted fully the early humanistic teaching believed in pupils going directly to works of great writers.
- 3) advocated study of ancient languages in no other way could the pupil reach the treasures of literature.
- 4) have unusual emphasis to study of science.

5) Advocated personal contact with nature or stressed importance of knowledge through the senses

6) First in modern truies to stress importance

1) All study to be made pleasant rather than compulsory.

Believed learning of Latin and Greek to be means to an end-paved the way to Realism

Germany

John Sturm (1507 - 1589)

Influence direct (unlike that of Rabelais which was indirect)

"The curriculum bequeathed by the Renaissance and stereotyped in the "school codes" of Germany and the ratio and in the English Public School System was greatly influenced by the most famous schoolmaster of the 1500's — John Sturm who was for over 40 years rector of the Strasbourg Gymnasium" (Quick)

Born near cologne of poor parents — educated at Liege by Bretheren of The Common Life — founded his school on their one - After leaving had struggle to support himself:

wished to study at Paris University

There c 1528 - carried away by Spirit of Larly

Renaissance - lectured on classics or riterature.

1537 became head of the fymnasium

9 grades

Children & came between 6 & 7 years.

Remained till 16 or 17 when ready to go to university hanguage - basis of school work which had me end only:

The development of the ability to speak and write the Latin of Cicero

Avis of education: -

- D) Piety (knowledge of the catechion, the creed and the ability to take part in church services)

 was a Lutheran
- 2) Knowledge (the latin language & Lit.)
- 3) Eloquence.

Sturm was a Ciceronian

Had over 1000 pupils - known to Queen Elizabeth.
methods and text 600ks widely used in Europe
and later reached.

American colonies having been taken there from English public schools where then were still used in time of Arnold Rugby

Trained many leaders and teachers. tounded Public school system.

England.

Calet (1456-1519)

Friend of Thomas Moore

Thomas Linache and Grocyne really brought new learning - Framus in 1498 found group of scholars round these two - Collet was in this group (Cambridge man)

c 1510 Collet became Dean of St. Palls

1512 founded St. Paulo' School? (1387, Winchester
1440 Eton) only now did public school system

grow up. St. Paulo became leader in methods

and aims - narrow humanistic ed.

Heatomaster = William Lilly

Collet not Ciceronian - stressed religious side

9 ed. —always opposed ideas of Ciceronians
Other schools followed of Pauls - narrow curriculum
opeat stress on classical languages — religious
bias, narrow humanistic ed: — continued till Royal.

Commission (1864)

Roger Ascham (1515-1565)

Yorkshireman - of well to do parents - went

to Combridge - indirectly influenced by Erasmus -

1548 Called to Court to superintend studies of Princery

Then secretary to Ambamador of Germany, spent 3 years on continent - friend of J. Sturm. Returned to English Court - made "Latin secretary"

Edward VI, Philip or Mary, Elizabeth.

Excellent literary style - one of first English men to write treatise on ed. (Thomas Elyst wrote very first in 1531)

"The Scholemaster" - written as a result of conversations on ed particularly with Sir Richard Sockville Object: - to show what a humanistic training was and how it should be set about was a true humanist.

method of Double Translation (e.g. Latin- English one Day then back again next day)

Followed ideals of Francis.

Had ideas of an organisation like those of Sturm.

System of discipline different - opposed brutal

discipline of the time.

Erasmus 1466-7 - 1536.

Born at Rotterdam. Megitimate, which he felt throughout his life especially towards the end of his life. Began school at a cathedral school at Utrecht at age of 5 When 9 sent to Deventer Heguis was the head, and he came into contact with Agricola and Sintheim. Great love for new learning developed from this school Acquired 1480 Parents died. Sent to Monastic School to be

prepared for monastic life at Bois la Duc 1483. Entered as a novice in Augustinian monastery at Gonda and he took full voice. 1492. Ordained priest - enabled him to get out of monastery Entered service of Bishop of Cambrai enabled to get dispensation from residence in the monastery. Bishop recognised Schotar.

Bishop sent him to unwersily of Paris to become student of Tueblogy. More interested in Classics language & literature All through his life he continued to study.

Taught in Paris to get money, for books 1495 Met Lord Mountjoy who became his patron 1499 Came to England with Mountjoy. Welcomed in England by a group of scholars who were

interested in new learning. Went to Oxford. where Colet was head of group and also Thomas More. Beginning to write by this

1499 Published "Adagia" - collection of proverts and sayings of the ancients professing to quie a summary of their wisdom showed Erasmus to be a scholar of wide reading - beginning of his correer as a writer.

from this time he wrote and published a raste amount.

All writings determined by his educational 5 reform notives. True child of northern Remarkance" He aimed at reform. Thought these social or religious reforms could be achieved through new barring True Humanist realist because he constantly battled against narrow humanist education. Believed in study of classics but so that through them man might master his own life. The colloquies - revealed bitter satire. Many current abuses in the church, the State, the monastery, the university and the

famuly

Beginning of a good deal of hatred against him was a reformatory force. Always considering social reform. Trying to give public more accurated a intimate relation of scriptures 1502. moved to howain _ began to publish satires directed against the accurations

Became absorbed in greek. Supports himself by teaching teeps up correspondence with English friends.

1504 went to England.

Ambition to go to source of renaiscance—

Sook two students with him.

Had become quite well known. Just what
was needed to complete intellectual

sevelopment. In writing he doesn't mention

scenery. Given degree of doctor of theology

it Turin. Sound working knowledge of greek

Broadened intellectual outlook

1509 Returned to Fooland took

Proffessor of Divinity at Overis Ollege. Combridge larote " In praise of folly"

Interested in what Cottet was doring (formeding St Pauls) Interested in education
of young. Began to write books on educational

method, and at collet's request Latin or Greek textbooks.

Always working on edition of Letters of St Terone and his Greek testament

1514 Left England. Froben lived at Basle and was a publicher und scholar, knew Frasmus was working on these two books or offered to publish them, so Frasmus went to Bable 1514-19. Disited many countries

under way His workliness looked at in worning perspective, especially views with regard to better. Didn't believe a revolution was necessary. Tried to aword taking part in conflict, but "Lutheran trouble personed in spite I his flight from it" went to Bable where he died in 1536.

Summary & E's Educational influence a)

1) Through teaching — teacher of private publis, largely
at Paris o Cambridge. 1st teacher of new

learning at Cambridge.

at centres of learning in England, france, Holland Italy, Switzerland

2). Through correspondence - large personal correspondence.

Colet, more Sturm of others.

May have had more influence than teaching

3) Through writing - All his writings were determined and notivated by his ardent desure for enlightenment of public, particularly through scriptures

4) Through his editions of latin and greek classics and his latin & greek grammars and texthodes

5) Through direct writings on education colloquies! "Ciceronians" Method & study" The Liberal Education of Children"

Educational beliefs (6)

- Distinge of classical authors, the early church father and the Exciptuaces, contain all that is necessary for guidance in this life and for reform of existing abuses, but they must be learned in their original and uncorrupted form
- Mere mastery of form is insufficient

 3) Grammar does form basis of school work but

 it must be studied as a means to an intelligent
 approach to Liberature.

- 4) Study of nature, history, and contemporary life,
- 5) That it is & importance to educate women as well as men, and that education should be open to as many as possible.
- 6) That model purpose of education should always be emphasised: a study of religious literature, and participation of in religious services should form a part of all training
- 1) That all study should be made as altractive as possible
- Discipline should be quite firm tut not harsh
- q. child should be studied or due importance or attention be given to his play or exercise to. All education should be in touch with the life of the times

The Reformation: - see Notes of 1st year.

Mortin huther.
Referenation
Though the post educational period was a period of low educational ett. The Reformation had one great educational influence, the establishment of systems of schools controlled and partly supported by the State (universal education) 1) Education in family of greater importance than

- of school
- 2) All education based on study of lible.
- 3) The home, church o state held jointly responsible for establishment and maintenance of schools together with training and employment of teachers
- 4) Insixted on universal education to include boys o grits.
- 5) Urged state éhould frame laws for compulsory attendance.
- 6) Stress on music, physical culture or nature
- 7 Esteemed Effice of teaching very highly
- (oncerned with happiness & children 9) seek to adapt instruction to child, not child
- to instruction.
- 10) Advocated more academic course & for brighter papils.

Philip Melanchthan. 1497-1560

Orphan - With grandmother who was sister of Reuchlin Always Grilliant.

Graduated from Heidelberg at age 8-15, and became Eutor. Degree & master & arts : 2 yrs later. Gave lectures.

¿ 1514 met Erasmus' edition of greek testament. 1517 Pillerson & Greek at Wittenberg o so met Luther, was also there.

Between them neede. Wittenberg great contre

of new learning

M. was to Germany in Educational reform as Luther was in Religious reform.

Preceptor of Germany

1525 Organised for huther school at Eisleben, for boys or girls. 1528 Electurate of Saxony asked him to organise schools in Sascony Formulated his Saxony Plan - provided for every town or village to have school - 6 itter opposition. All instruction must be in latin, against formalism. Reduced number of studies, organises 3 grades in each school

I Reading, writing and sunging - to be taught in commection with singing religion.

I Latin Grammar. Latin allthors + grade I

TI Latin gramman mostered, fronther study of literatures to grade I in advanced stage Logic. Rhetoric.

Based on Sideals. Humanism fused with reformation

a) Desire to know What ancients knew.

- b) Desire to speak their languages with skill a eloquence.
- Desire to be plones

 Wisely corpied throughout Europe produced

 Secondary schools, in Germany. France Englan

 America. Sturm Colvia, Tesuits all influence

 Brilliant lecturer. Great personal interest in students

 Great stress on quality of teachers. He trained students.

 When Prince a or any high up person wanted

 lecturer one of M.'s pupils would be cent.

 Frequently invited to visit schools in Florage.

Massite correspondence.

Laste: greek & latin grammars, tesch books

At on history, plugsies, rhetoric, Dialectic

Liefly interested in Ligher Education.

Luther ... ed. for masses.

Sometimies & called father of modern state system

Contemporary of Luther Swiss weathy pavents.

Come under influence of Frankus.

Deeply interested in holy scriptures. Come to some conclusions as german reformers

1519 Cathedral preather at Zunch Introduced reformation Realises has to be more education.

Introduces schools akin to our elementary schools.

1523 Wrote treaties on Christian ed. of youth Gaix Singing in particular and music an important place also nature. Include math and surveyings that that idea for trade on those who perent going on to academic course.

Doctrines incorporated with Calvins.

Calvin 1509 - 1564

Frenchman. Come of humble parents. Father aubitions
wanted son to be priest. Scut to Corderius prepared him for university of Paris. Had Legal
mind so he was sent to study law at orleans
met wollman - into influenced him in direction
of new faith - profestions.

Returned to Paris to study theology
1533 - Nicholas Cop - elected to rectorship of U. of Bris.

Prepared Calvin - Inaugral advers, make up before
of refunction - nearly art Calvin his life.

Went to Basle

Began to write again. Published "Fet Institutes of Christian Religion". Pet him in front rank of protestant writers.

resolution was going on - protestanism was in accombancy Confusion between State or church.

Forcel - protestant leader Asked Calvin to take charge of situation - showed organisming ability. Reduced people to surface order. Conceived great plan by strict Christian principles. Church would be a self-governing body having central of all confected with religion and moreals offended people by idea.

Libertines sojected to regulations put on private lives.

He had to flee from Geneva.

went back to his writings. worked in Strasburg where Sturm was; here he got general idea of school organisation

1541 Recalled to Geneva. " I wien control of religious moral, and civil administration of city"

Began to organise schools. Clanned secondary schools relying on shat he had bearnt from 8 hurm. He called them colleges - usual subjects tought.

At head of school man of great learning, but he

was to be ranked as officer of church - to be completely responsible to church, same as ministers:

Great etress on religion. Revised colection.

Dent to visit Sturm's school, then completely reorganised school in Geneva — Academie hayed down in writing rules a regulations. Divided in 2 main sections:

- a) Schola Privata Grammar or gymnasium.
- 6) Schola Publica university
- a) had 7 classes french taught as well as lating very like school at strasburg.
- to marry refugers come to hear him letture.

John Knose. 1505 - 1872

Scotch interpreter of calvinism. Leader of scotch

In Geneva for about 2 years. Became ardent Calvinist.

1560 after severence of church (scotch) from Rome,
wrote 1st Book of Discipline" — a plan for national
anurch Arrested as power from any but Protestant
church. Provided free elementary schools (in plan) in
Parishes throughout scotland and all these schools to
be under church control. Also provided for higher education

Differed from huthers conception — Church and not the

State responsible. Plan not fully accepted by church or partianuent, but some recommendations followed. D. always been great importance to people of scotland because of known . Accounts for fact — very few private schools in Scotland.

Jesuits

Believed reform was necessary (ED.).

Counter reformation came from Tesuits.

Fanatically opossed Protestants, so mainly came from church & Rome.

1540-Society & Tesus formed — "Chief wistvement & counter reformation" - Manny

members religious famalies, with result ed value and influence here been obscured by welter of historical & evidence which supports its doubtful positical activities

Order founded by Ignatius Loyala 1491-1556.

PiEfessional solder from Navarre. 1521 wounded of taken prisoner. Released in weak state Read Saints auring convolescence, read Lives of the States and religious bods. Desire to serve God, but was ill-educated as found it difficult. Went to Barcelong gramman school of university Desire for ed. in order to serve God. Studied Theology at Paris 1528.

Met Frances Xavier. With him or sux officers
Banded together or took vorus of chastily, powerty
- Shedience. Pledged to convert the infidel. Founded
new order because felt couldn't Join any officers
Society of Jesus 1543. Loyala first general.
Aim: _) To restore the supremacy of Mother church
over individual.

2) To establish world Dominion for mather, church.

3) To combat protestantism because it threatened aims 1 + 2

Education to be chief means by which they hoped to achieve 3 fold aim

Party because hoyala was soldier or party because obedience must be important he based all ed.

Organisation of Order:

members. (1st Loyala) Vican of God To carry out any instructions from Rome. His word final, no appeal.

2) Provincials, appointed by General for 3 years to have control of districts. Beginning of Centralised Power. In each district there were to be colleges (groups) ruled over by rectors.

3 Rectors appointed by General Dealt through Provincials. Rectors to chance Professors

4 Prolessors - teachers

5 Monitors - assistants (chosen from students)

Prefects were over simple Professor. Prefects had to risit classes in their section and report on them.

Rectors - similar to H.M.1's

Nothing left to chance, allowed no individuality, made for efficiency \$.

Constitution of Oider not really completed until 1599 Part 4 Dealt with Education.

Ratio Studiorum - System of studios

Remained in operation without alteration until 1830

Built up ed on experience of more than 50 years

of teaching, experience of others as well as own

Function of order - to train leaders to of the hurch

Gover whole attention to this Everything planned,

about have to think for themselves studied

current duration and tried things out as long

as they didn't hinder 3 follo aim

In beginning didn't concern themselves with

elementary education, or ed. of masses. Only

concerned with boys likely to be suitable leaders

"Whose superior lead the masses were to accept by faith".

2 grades of schools: a) Colleges Inferior (Lower, younger b) Colleges superior (16 - 10-16)

Oct 3156

The colleges superior learnt Philosophy which lead to the M.A., and theology which lead to the BD and DD. The colleges inferior had five classes (Later 8). The curriculum was a narrow humanistic one, and religion was still the dominant factor.

The lowest class was divided into two - beginning of "streams".

The daily work began with a review of the day before & work. There were also weekly and yearly reviews. — this lead to repetition and memory work.

Work was carried out by emulation — there was rivalry and competition. The Lower school worked in pairs and competed against each other, camps (Earthage and Rome) Acadamies, and disputations all to encourage learning.

There were short hours, usually a 5 hour day P.T. was part of the curriculum.

very little corporal punishment, usually done by an

Reasonable hotidays, - 1 day a week free in summer

I day a week free in winter.

Good points 81 Jesuit ed :-

i) The teaching was thorough.

a) The teachers were well trained.

Bad points of Tout od :-

ING deviation from the programme.

2) couldn't (silow the needs & the individual or of the time

3) No room for individuality or instintive

4) The children has no opportunities to form their own suggements.

Provide activities affected the Tesuito.

Tesuits were intollerant of any one else

Endeavouring to educate the upper classes only.

It aid no time for the education of women.

Tesuit education made no progress because they had to stick rigidly to what had been thought was right when the Tesuits first started to teach.

The Port Royalists (1637-1661)

Lived near Versailles. Persecuted by Tesuits so had to flee to country.

Had great influence. #3 Originator was an Abbot of Monastery of St. Cyron. Incurred Displeasure of Cardinal Richelieu. so went to this place near Versailles. Had broad views had friendship with Arnaul family who owned house where Port Royalists went.

Place of refuge for men who were chaffing against narrow ed. and wanted solitary life. Spent time in prayer and study (theology and ed.).

The Abbot beheired most people had no hope of a future world, at few had hope so this is why all Port Royal schools were small. If can't save 18t might as well save few. Began with 6 children from from Pavis, had a todor who taught batin, and an abbot to direct consciences. La fontaine was an early pupil at one of these schools. Pascal and Nicole were also pupils. Were in constant danger of persecution by Teouito

Charactistics of schools:-) was individual attention. Child never free, always under supervision.

rever more than bin class.

Teachers encouraged to study individuals.

Great stress on quality & teachers.

2) Love of child (1st time it is a reason for ed.)

Children should only study that which they

could understand. Instruction in venacular

Not Latin. Phonic teading instead of alphabet.

Child must 1st be able to read in mother tongue.

Must read good literature, so set to work to

translate classics into french wery well done.

Only read books within ken of child, not forcing books on child.

been introduced to literature, they then learnt latin & read books which they had already read in french. Grammar acquired not special teaching of Grammar, dealt with as need arose - meant careful scheme of work.

hancelot (scholar of schools) wrote treatises on teaching modern languages.

Very thorough teaching, but they would work to be understandable and attractive

Not necessarily memory work.

Tota before 1st lesson. Speak little, bear much, pray more"

Works in open air as far as possible

Books Dispensed with as far as possible during lessons. Read round subject and then discussion to operation between teacher and child.

Extended influence to girls through Mere Angelique

Took a middle course. Children allowed to reason In an educational treatise the midd is mentioned - considered child had a mind.

Some Port. Royalists concentrated on educational research at the centre. Divided operation 8 mind in 4. 1) conception __ ideas.

2) judgement 3) reasoning

4) Arrangement

Tried to teach like this. Took examples for teaching from everyday life. Continued to write and did a little teaching after 1661. Although suppressed by law.

Pascal o Rollin wrote.

Arnauld actually wrote a treatise speaking.

Took examples

Took examples

question each other or other days boy chosen to narrate could choose any story from lit.

Jamsenius fraind & St. Cyran.

Salvation not necessarily an outcome of christianity.
"They it was Jesuits and Port Royalists:

Similarities - No punishment.

Short hours.

Thoroughness.

Differences: - Child individual _ child could reason.

Education of girls.

Against formal teaching.

Study in mother tongue.

Realism.

Further Development of Renaissance.

(5 - Beauty - dominant idea.

16th - Religion - interest reformatory. Legin to

get great connection with Education.

Produced religious and educational wars.

Some ideals lost in the bitter struggle - 95t back

to formalism in school

17th - Realism - search for truth. Damand for education Shich deals with realities of present life.

Prepares for task of life.

Development of interest in nature.

Beginning of modern science, modern philosophy, thought
Interest in things around be came more intense

() Humanistic realism — something of old-something of

- 2) Social realism.
- 8) Sense realism. Francus !

 Ranges from Erasmus through Comenius Rousseau
 to Pestalozzi.
- Derstest against narrow humanistic type.

 Agreed that classical languages and literature were to be Sole means of education.

 Means to end end mastery of man's life.

 Knowledge of life Realities through literature.

Rabelais - was more typical. - Noted for inflature

1800 at on those who came after

John Milton 1608 - 1674 - wrote Paradise Lost etc.

Alson on education - Tractate on Education 1644

3 for protest against ed. of time.

- Formal grammar recomposition as an approach to
- 6) Narrow linguistic education.
- 4) Against assumption that all ed. was contained in

Tractate contains plan to provide for boys ed.

Tractate contains plan to provide for boys ed.

between years 12-21. Put faward idea of
an academy which would cater for this age range.

This has been adopted in America.

Definition of ed. "I call therefore a completer and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices both private and public of peace and war"

ed was selective not unwersal

Had reverence for past, but it was quite liberal ed

2) Social realism.

Protest of narrow humanism, lack of contact with real tipe. - Mostly men of affairs rather than religion believed ed. should fit young & man for public life. For life of man of the world. Private tutors and foreign travel value on history and politics rather than grammar and rhetoric.

Best representative. Montaigne 1533 - 1592 influenced Rousseau and Locke

Brilliant tunker and writer - Languages learnt by speaking them. Itad political correer took part in French court life

10,8te essays - Pedentary and one on

Education of children _ The ant of living well was his education.

General views _ deplored stress laid on memory.

Advocated learning by understanding and doring Believed a sound body is basis of sound mind Advocater of P. E. Training of senses in understanding Believed in use of vernacular

Didn't lay any emphasis on study of natural sciences.

3) Sense Realism

Turn from past to present - Nature and humane nature studied.

Investigation

Reason only applied to religion not taken to all realms. Mysteries of nature not cleared up. Coppernicus_investigated in nature.

Galileo. Telespope. 1609

Kepler - motion of planets.

Napier - Logarithm 1614

Newston - Law of gravity

Pascal - Air has weight

Golden age of lit. Men thinking for themselves. Bason, Milton, Shakespeare.

Racine Mollière

search after reason from known bruths.

Mulcaster Bacon - Commercius - 3 great men in

sense realism applied to ed. Deginning of modern conception of ed. Natural not antificial process. Importance of learner rather than whal is to be learned Beginnings of psychology Sense perception rather than memory

From known to unknown, familian to impamilian.

Must learn in mother tonque.

Method - in inductive - paving way to unwersal

education (pansophie) - Social reform and progress

was to follow.

Mulcaster 1530-1611 English.

Paved way to sense realism in England.

Great practical experience of teaching.

Educated at Eton and Cambridge.

Headmaster of Merchant Taylor school 1561-1586.

Interested in drama.

1596. Headmaster of 3t. Pauls school.
1581 Published "Positions" and "Elementarie"
Proneer of sense realism - Both directed against formal sepressive education of time. Nature rather than tradition.

Emphasised living present — nature rather than tradition) He believed aim of ed. should be to help nature to perfection (develop faculties of mind and body)

2) Emphasise) importance of religion. practical side.
3) one of first in England to advocate use of vernacular.
All children could profit by elementary training—reading or writing, English, music drawing or P.F. Selected
pupils could go forward to further ed.

Believed early stages of learning were of greatest important or demanded great skill from teachers.

Improvement of Ed. lang in training of teachers.

Had idea of department of ed. attatched to university

Clever child show Port be subjected to nature

Interested in ed. of girls, equally important to that of

boys.

All teaching processes should be adapted to mentality of learner.

Frances Bacon - Lord Verulam. (1561-1626)

1st Decame disabisfied with teaching at Cambridge.

Sense realist. No direct contact with Ed.

1605 "Advancement & rearning"

1620 "Novum Organim"

Realised intellectual word hadrit kept pace with

material world - age of discovery.

Do must concern itself with man a environment.

Set out to find method which would enable such knowledge to lie within branch of every did knowledge to lie within branch of every did called method.

(Deduction - preceeding from general to particular.

Induction - to produce facts to prove a law)
This method always prop pre supposes a goal.
Knowledge gained would be applied to human welfare.

Power over nature (goal) that it may better mans conditions

Felt he had achieved aim in deduction

New Atlantis" - description of mythical island inhabitants have all followed Novum Organium."

These two books have great effect on Ratich

Tried to find out how we know "father of modern method"

Ratich (Wolfgang Ratke) 1571 - 1635.

Forerunner of Communius. German

Studied for ministry. Had Defect of speech Decided to grise himself to educational reform.

went to England. Became acquainted in Bacons work. Had many ideas in common.

1603 - 1611 teaching in Ambterdam, - languages, forming a quick method of teaching languages.

Went to Prince of Orange - got his interest, but last his apportunity

1612 Put & scheme before Diet at Frankfunt.

1) Young learn to read o write first.

2) Claimed he could teach latin or greek in shorter time - didn't explain how.

3) Advocated establishment of schools were outs or sciences taught.

4) By having uniform language - uniformity in politics.

religion would also be established.

Allowed to by these esperiments - but it had to be abandoned.

1818 - The Kotten experiment - really began to work methods. Prince interested. Money spent. teachers instructed by Rattich.

Schools provided.

6 grades in schools — 1-3 only nother trongre used. It & S latin added of greek added. No grammar taught until child could read. Inductive method used as

Principals -

- 1) Everything must be done an natural order.
- 2) All subjects must be taught first in mother tangor
- i) In teaching teacher must keep at it until

Nothing to be learned by heart.

No pressure a compulsion.

4) Relation of one subject with another.

- s) Protested against reading the names of the letters of the alphabet, before child learnt sound
- 6) All knowledge through experience, investigation of experiment

Commenius — Every human creature should be trained up to become a reasonable human being and the training should be such as to draw out God grien faculties

Locke - John 1632 - 1704 Sense realist.

Lecturer at Oxford - greek, philosophy Studied medicine - experimented Tutor to Earl of shaftsbury

Pub. 1690 Human understanding

1693 Some thoughts concerning ed.

1703. Conduct of understanding

Favoured pritate tutorship

Schools of days sacrificed good-breeding for learning Appealled to reason.

Characteristics: -1) (raving to know o speak while truth

2) Great truth in reason being

guide to truth.

Stress on child rather than knowledge.

Knowledge could only certainly be obtained through
seeing and proving for ourselves.

Moscate of P.E.

Advanced ideas of health.

Read as early as possible by play - reading only.

Memory comes from interest

A book with pictures as soon as possible - animals

pruited name under picture.

After 12 learn languages etc - by travel.

Loten when french is well spoken.

Incomaged pupils to think for themselves

Crafts, gardening, dancing, fenang included.

Against cruelty and compulsion.

Always stress on individual.

Regarded child's mind as piece of white paper or wax, to be moulded of factioned as educator pleased. goes against individuality-contradicted himself Intended to ignore scrince, no great stress on lit.

Rousseau. 1712-1776

Opening of (18th . - great activity of thought

Thought directed to work of destruction

Precarious state of affairs.

Many acknowledged abuses

Much literature - esp. in France.

Rousseau worte breaking down of tradition -

last impression.

"Tulie" - How she proposed to bring up sons.

Rousseau - naturalist

unhappy state of antication due to getting away from mature

Applied getting back to nature to ... Wanted und or everything in Ed.

1762 - "Emile" - Theories.

child get back to natural state

Ed. Divided in 4.) Earliest childhood.) Early

dildhood to 12, 3) 12-15, 4) Manhood 15-20

Man is by nature good

Take child to nature, then they would come

to what nature meant him to be. Physical wants solisted. All knowledge will be forfotten and

Start from begunning. Careful Soservation of child

Must distinguish between natural wants and

imaginary wants

Period 2.) Starts when dild tan speak -

no direct instruction of any kind

Child would still be studied, and sbserved

3) Instruction - must be able to reason and

think for self. Will know about attracting

botany, geography etc from earlier life. Learn through experience.

As much practical learning as poss - books

not so good

4) Ain - marriage. - so girls reeded ed to

be fit for perfect boys.

Pestalozzi 1746-1827. Boyd. Father died when 5. _ "Mother's boy" .: suffered at school,

Born at Zurich. Spent holidays with grandfather (pattor) learnt about rural life, the conditions from father - reader, influenced by Rousseau.

At first wanted to be chergy, later decided on how - could server country better in this

went to Unio - Zurich.

Group of friends witerested in social reform decided to publish magazine. Attacked priviledged classes because upper classes had recently condemned Rouseaus writings . - Magazine supressed and they were put in prison. Went on studying law but never qualified wrote about children, expressed theory all children trought up in rational and christian

Decided to devote himself to agriculture to help the people. - Better to be married so married, see fortunately had money Bankers relations interested in scheme, he bonglet some land

renture failed, appreciated utterly degraded state 8) peasants so came to conclusion must achieve ends by Education.

1724 Had house at Neuhoff - took in 20 of poorest dildren le could find - tried to well them & into family. Do spinning o handicrafts in winter. In summer would work in garden and fields, any learning of 3 Riceto would be incidental. Great stress on speech and conversation During Day learn't parsages of bible by repeating constantly with him.

Some children ran away when dothed others exploited him, some parents took them away so Scheme had to be abandoned. Some good had been some to children, a few stayed longer and really improved

Issued appeal for funds, so had to set down polling Minciples & ed: -) Ed within family.

2) Love as bas's

3) Knowledge things rather than books

G) Importance of manual work.

Wrote a book "Leonard and Gertrude" - Gertrude bases on diterate mail at Newholf account of how she brought up diddren

Founded weekly paper. Expressing a darifying

1798: French Republic Formed - Pest in sympathy
Pearalogs sent to Stars in charge of 80
Destibute orphans. 1st had to teach them how to
live civilised use, 212 it by handlcrafts
Used other children to help others.

Best tuning for child was always his thought.

audithen ranged from 4-10, had very hard

this with little help - got intimate knowledge

of child life.

1799 School abandoned. Children were found houses. He had established reputation.

Decided to take post as teacher, to learn about teaching and apply some of his ideas.

Deut to Burggorf near Berne - taught poor boys later to Sk a castle and set up establishment himself at Burggorf - to Sk in Poor boys Figur was one of his pupils and also Ramsauer when 1800 master of 200 school at Burggorf. Boys and fires of 10 - 16. He had staff wanting to spread theories over Europe. 1802 choosen to got to Paris to mell Mapoleon.

Bisn't get much help from Pooris.

1809 Yverdun established — had over 100 pupils

15 teachers. 35 student teachers.

School went on till 1825 (Revued later)

because of strife among teachers.

Went back to Newholl and wrote Schwenensang
his theories, great effect on froebel.

Principles founded on following of nature.

- 1) Es harmonious development of all natural powers
- speech, form, rumber.

Speach by pictures and conversation. Writing - Soservation & manipulation.

Number - laught as far as possible by use of natural objects (stones for counting)

- 3) Began by Educating through senses, then
- 1) Believed foundation of troe ed lies in development of each individual.

Largely through example that he gave inpulse to teaching poor and destitute.
No body uneducatable.

Froebel. 1783_1832

Born at Oberweissback

Father at pastor

went to we with uncle at Stadt. Ilm . - village pastor Apprenticed to forester. - became intimate with nature

Sent to study farming

1802 father died

Tried many 1865, always felt there was a task before him anscious to serve humanity.

Studied architecture became friendly to director

of a model school, became acquainted with

Pestalozzi s theory. Decided education was cocation he took post in school, worked there for about 2 years

went to greaden to study under Pestaloggi

1811 went to universities of Gottingen or Berlin,

1813 Called up 1814 returned to Berlin, and

became curator of Natural History musuem.

unity of man with nature

1816 opened small school at Greisheim. Tomed by Middendot and Langethal Moved his school to Keilhau. Barop joined him as well

formed an educational community. All 981-

married - were useful!

School attracted rollie. 1826 published Education

1830 Swiss gow with Froebel to establish another institution, but it failed, so he was invited to establish on orphanage at Berdorf and to supervite ad & course for school masters From this time paid special attention to very young children, he observed them for hours then having watched based his graduated course on the games which he had observed Officials wouldn't grant all he wanted so be left Burgoor

Infant schools were being established in Berlin so he studied them

Opened first kindergaten in really village Course for instruction to teachers & young: 1849 avoused interest & Baroness & van Marenholtz - Bulow . - she wrote recollection of trockel. She was great help to him.

Devoted himself to training 87 warren teachers Teaching & young warran teachers should work side by side with mother

1851 Confused by with repliew Kall Froebel and Karlo books were supreosed because of

advocating socialism. Frederich and tarl

were connected but actually they werent on speaking terms.

Edich sound neither were to teach and sharped in force for 10 years.

1852 Froldel Dad.

Leach study must be calved in proportion as it develops power and power is developed by self actually.

2. Memory must be employed in strict subservience to the other facilities of the miro (higher s) theatener metalian is given must be adopted to the actual state of the pupil and not inled by the wants of the future boy or man it. More think must be given to study of modern languages and literature and less to ancient languages.

5. The Body must be educated as well as

hands and eyes.

7. Higher Education of women must be cared for no uses than that of men 8. Teachers just like doctors must go

q. All methods must have a scientific foundation must be based on laws 81 mind and tested by the laws.

Froebelianism (principles)

Devotee of science.

Traced everytung back to God. Real belief in

Insisted on necessity of development of whole human being.

Growth cames from within so he believed with self-activity, stimulated and in accordance with eternal laws.

"Purpose of teaching is to bring ever more and more out of man rather than to put more out of more into him."

Educator must be possive Educated active Based all theories after religion son action (mental or physical)

Restlessness of body or mind activity recquired Touching feeling things making things Interest in other people and children.

Social training

Desires and affections needed to be cultivated.

Firmly believed believed natural employment was play.

Play is sacred

All education sought in rightly directed but spontaneous action.

Froebel never wrote a book on ed. Kindergarten wanted to prepare children for society.

Kindergarten for children 3-6

Foundation on which built kindergatten was Play Eauronment, surroundings, fresh air escercise Influence on Education

1875 Froebel society formed

1874 froebels ideas were permitted to enter.

Method rather than spirit and true principles which appeared

Nursery school where froebels principles were put mainly into force.

1888. Froebel society in Landon asked to appoint an escaminer from their ranks to go into the infant schools

All teachers in Infant schools had to go to a course of lectures conducted by froebel society.

All modern frends started with I plant schools

Nature study - maste influence. Story-telling, and speech training Social training

Influence on junior school

Importance of play activities arising from

Children satisfy creative instinct through constructive work

Junior stage was period of instruction.
Influence on senior school.

Teaching turonge interest

Influence on training ofleger

Teachers need to be trained. Included child study theory of education. Singuing, be able to play musical instrument. Choice of story material. Est close study of nature visited schools

Physical Education.

- 3 points of importance to remember.
- 1) Tremendous importance because mental and physical value.
- 2) Youth as a set subject in our schools.
 Publications: 1904, 1909, 1919, 1933.
- 3) Recreative element has always been present.

Yalve of 1933 Syllabus:

- and the experience gained from previous publications was used.
- 2 Gives technical terms.
- 3 Aims of Physical Education.
- u Gives sketches and photographs.

 Still background of physical work in schools.

 Sketchen round which can plan work.

 Chapters on althectics are excellent especially for teachers of juniors and seniors.

 Should be used in conjunction with "Recreation and Physical fitness for a) Girls and women 6) Boys and men